Music development plan summary
Farndon Fields Primary School

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Simone Harrison
Name of school leadership team member with responsibility for music (if different)	Simone Harrison
Name of local music hub	Leicestershire
Name of other music education organisation(s) (if partnership in place)	n/a

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, extra-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

- The school uses the Primary Leicestershire Music to teach music.
- The Leicestershire Primary Music Scheme is a comprehensive, whole-school programme designed to deliver the objectives of the National Curriculum and meet the standards set by the Model Music Curriculum (MMC). It offers a progressive framework that builds upon both substantive and disciplinary musical knowledge.
- This learning journey is structured around six core units: pulse, voice, rhythm, pitch, technology, and structure and form, with an additional focus on 20th Century Music. Each unit has a central theme but integrates all the interrelated dimensions of music: rhythm, tempo, pitch, texture, dynamics, timbre, structure, notation, and pulse, ensuring a holistic approach to developing musicianship.
- The scheme also introduces students to music from a wide range of historical periods, genres, styles, and cultural traditions. It emphasises the practical use

and interpretation of substantive knowledge through disciplinary understanding, encouraging children to create original and expressive musical work.

- Pupils engage both independently and collaboratively to deepen their grasp of technical skills, enabling them to produce accurate sounds and effectively communicate their musical ideas. They learn to construct and deconstruct musical pieces, enhancing their compositional abilities, and explore the concept of musical expression—understanding how expressive knowledge influences performance and evaluation.
- Pupils in Reception to Year 6 take part in a 30 minute singing assembly weekly and Years 1-6 receive 20+ hours of music lessons across the academic year. These are delivered in line with our accessibility plan, to ensure that our pupils with SEND are well supported to access the full music curriculum.
- Pupils have further opportunities to learn to sing through the Leicestershire music scheme, themed assemblies, performances, and singing opportunities through Discovery Trust.
- The school works with the Leicestershire Music Hub to support curriculum music, with ongoing support for staff in the delivery of the scheme of learning.

The National Curriculum for Music

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the Leicestershire Music hub scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.
- We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills,

knowledge and understanding that children need in order to become confident performers, composers, and listeners.

- Children will develop the musical skills of singing, playing instruments, improvising and composing music, and listening and responding to music.
- Our curriculum introduces children to music from all around the world and across generations, helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.
- As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.
- We teach them the disciplined skills of recognising pulse and pitch, through the Leicestershire music scheme sequence of learning. Learning pulse initially happens through clapping/ tapping to a variety of different pieces of music, We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.
- Through music, our curriculum helps children develop transferable skills such as team- working, skilled communication, self-regulation, leadership, creativity, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school, aligning with our 21st Century learning design approach.
- In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Leicestershire Primary Music Scheme, to ensure that children receive quality music lessons throughout the year, every year, and build on previous years learning. Based on the September 2023 UK government music subject report, *Striking the right note*, we understand that it is crucial to teach music regularly, rather than in a blocked approach, to ensure progression based on prior knowledge. This is a development from previously used block teaching.

  Leicestershire Primary Music scheme provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music.

  Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. During music lessons, children are given opportunities to learn music-specific

vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions. The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Leicestershire Primary Music Scheme's curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Music in EYFS

We teach music in Early Years Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Children's standards and achievements in Music are assessed as part of the Expressive Arts and Design ELG.

Adaptive Teaching

We recognise that there are children of widely different musical knowledge and experience in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the age and stage of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses
- Setting tasks of increasing difficulty (not all children complete all tasks)
- Grouping children by ability in the room and setting different tasks to each ability group
- Providing resources depending on the current attainment of the child

• Using classroom assistants to support the work of individuals or groups of children.

SEND

We strive to remove barriers to learning for pupils with SEND. Based on the Curriculum and Assessment Review for Music, it is imperative that every child, regardless of background, receives access to high quality music education, as part of the curriculum, rather than an enrichment or extra-curricular activity. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music. We work to ensure that alternative learning and interventions are not consistently during the same lessons, meaning all children get equal access to the music curriculum and lessons.

Assessment

On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. The Curriculum and Assessment review highlights that assessments are used to monitor progress by teachers to evaluate learning and inform next steps in teaching. Teachers and senior leaders use these assessments within the accountability process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report and foundation subject assessment trackers.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources

There is a central resource set of:

• Percussion instruments

• Keyboard

• Songbooks and Christmas Production packs

• Music stands

• Recorders

Part B: Extra-curricular music

Farndon Fields Primary School offers a range of one-to-one and small-group music tuition beyond the core music curriculum during the school day. These opportunities are provided by Great Bowden Recital Trust and a range of peripatetic instrumental teachers. This tuition includes opportunities to complete grade examinations with the following instruments:

- Woodwind

- Violin / strings

- Keyboard / piano

- Guitar

Pupils can access musical tuition subsidised by GBRT or Leicestershire Music Hub after school and have access to their youth singing and instrumental groups. The school engages actively with the Great Bowden Recital Trust in identifying opportunities for pupils to engage in extra-curricular music.

Part C: Musical experiences

All pupils sing in class and work towards seasonal and curriculum linked performances to peers and parents/carers, including Harvest assembly and class assemblies. This involves learning to sing nursery rhymes, partner songs, in rounds and longer pieces using pre-recorded music and acapella. The school hosts an annual musical theatre performance in the autumn term for all pupils to enjoy. This is fully subsidised by the PTA.

Pupils in certain year groups also have the following opportunities to perform in music-based shows throughout their time at our school:

- EYFS: Musical Nativity Performance (December)

Years 1&2: Christingle Service

- Years 1-6: Class assemblies, Harvest Assembly, Carols / Christmas songs

- Year 6: Leavers' Musical Performance (June)

Pupils who learn instruments at school or at home are invited to participate in the local secondary school's Primary Music Day, spending a day with primary pupils from across the area to develop an ensemble performance, shared with families at the end of the day. We engage with both local secondary schools to attend their musical performances wherever possible.

In the future

In accordance with the 7 aims of the National Plan for Music Education (NPME) in England, Farndon Fields will further enhance the music provision in 26-27 by:

- Work to identify suitable additional spaces for rehearsals and practice within the school
- Work to identify opportunities for wider access to instrumental and voice teaching beyond singing assemblies and curriculum lessons
- Organising a school-based performance opportunity for those children who have instrumental lessons
- Exploring opportunities to participate in additional performance opportunities organised at school, by the Trust, local secondaries and Leicestershire Music Service

We recognise that through ambitions for a refreshed curriculum ahead of the release of the new National Curriculum, the music curriculum should remain relevant and up to date while embedding and recognising the importance of cultural knowledge stemming from the past. Our music education will continue to be coherently and logically sequenced and allow space to support mastery of core music concepts, effective transitions, and progression through each key stage of education.